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GUIDELINES FOR TEACHERS. PLANS FOR DEVELOPMENT OF EXPRESSIVE CONNECTED LANGUAGE CONCEPTS AND SPECIFIC ACHIEVEMENTS FOR CHILDREN WHO HAVE IMPAIRED HEARING.

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THIS GUIDE DESCRIBES A PROGRAM FOR DEVELOPING THE FACULTIES OF DEAF CHILDREN THROUGH LANGUAGE TRAINING. THIS CURRICULUM ATTEMPTS TO INSURE SEQUENTIAL LEARNING FOR DEAF STUDENTS AS WELL AS TO PROVIDE TEACHERS WITH AN OVERALL PICTURE OF THE DEVELOPMENT OF LANGUAGE. MATERIALS ARE ARRANGED ACCORDING TO EIGHT LEVELS. A LINGUISTIC APPROACH TO THE LEARNING OF LANGUAGE IS OUTLINED IN DETAIL. PRINCIPLES OF LEARNING LANGUAGE ARE STATED CONCISELY AND THE THREEFOLD OBLIGATION THAT THE TEACHER HAS IN USING THE CURRICULUM IS DELINEATED. THE ACHIEVEMENTS IN EXPRESSIVE LANGUAGE AT EACH OF THE LEVELS ARE PRESENTED BY CHARTS WHICH DETAIL ACTIVITIES AND CONCEPTS. A RELATED BIBLIOGRAPHY IS APPENDED. (DF)

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GUIDELINES FOR TEACHERS

EXPRESSIVE CONNECTED LANGUAGE INSTRUCTION

FOR

CHILDREN WHO HAVE IMPAIRED HEARING

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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CHAMPAIGN COMMUNITY UNIT 4 SCHOOLS

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SUPERINTENDENT OF SCHOOLS

GUIDELINES FOR TEACHERS

PLANS FOR DEVELOPMENT

of

EXPRESSIVE CONNECTED LANGUAGE CONCEPTS

and

SPECIFIC ACHIEVEMENTS

for

CHILDREN WHO HAVE IMPAIRED HEARING

by

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THAT WE MAY TEACH LANGUAGE

- as a part of -

- not a part from -

Auditory Training, Lip reading, Speech, Reading, and other school subjects.

"Language is the keystone upon which successful education of the deaf ultimately rests." (19, p. ix)

Parents and teacher must .....

"In guiding the deaf child in the home, at school, on the playground - two principles must be adhered to by parents and teacher:

(1) His needs as a child must be provided for by exposure to a normal, happy environment in which he may enjoy the activities and experiences of the hearing child.

(2) His needs as a deaf child must be met by special, consciously designed methods employed by the adults who guide him." (19, p. 25)

The teacher must .....

"...let the teacher always keep in mind that her work is to develop the faculties of her pupils through language, rather than to teach language itself. All her methods will then, naturally and automatically, be directed to this end. If she thinks of language as a form study, her work will be formal, mechanical, lack in interest, and ineffective as a means of developing either thought or language." (15, p. xv)

"The teacher who wants to give a deaf child ability to use language in a natural way must be adept at creating circumstances and situations that will stimulate thought and expression. She must establish the kind of atmosphere that will make pupils want to express themselves verbally. She will not separate her teaching from actual life, and she will avoid getting away from the child's

real world. If she shows sincere interest in the things the children have to say (oral or written) they will say them." (15, p. 62)

Use "Language that lives" .....

"No good will come of creating a special language for the deaf child. Any words or structures to express an idea naturally should be used. Omitting and/or substituting unnatural words to simplify understanding for the deaf child will not only result in stilted and unnatural expression (language), but may not express the idea clearly. The whole idea expressed in a sentence is what the child is interested in, and is what he must learn to understand." (15, p. 36)

Educate the whole child .....

"Educating a deaf child necessitates building concepts, habits, and attitudes lacking in his background because of his handicap. This background of knowledge and character development is important to a deaf child's growth socially, emotionally and educationally in order to become a useful citizen." (20, p. 25)

Every 'contact' should enhance further development of attention, observation, imitation, concentration, remembering, and reasoning - which will include training of tactile, visual and auditory senses.

Expressive connected language .....

Expressive language has as its main objective the interpretation of the child's experiences, thoughts, and questions into language, when he wants or needs to say or write it.

Connected language - all language is connected to living and learning. Living and learning have goals. What are our goals?

"Language and every aspect of the child's development (living and learning) are inter-related; and any particular area of that development, which may not be itself a language, will be related to language in some respect and will contribute to language." (19, p. 24)

To attain our goals, our program to help deaf children develop understanding and use language must be a part of every classroom and extra-curricular activity. We must use all facilities which will enhance complete development of the communication skills:

(1) Auditory training

Develop the use of residual hearing to the maximum degree in combination with speech, lip reading, language and all school subjects.

(2) Lip reading

Seize each opportunity to make language meaningful to students by associating it with their activities - through lip reading. "The entire language system should become a part of, as well as an outgrowth of, lip reading."

(3) Reading

Closely relate reading activities with lip reading, speech, language and auditory training.

(4) Speech

Create a talking environment and instill within the child the desire for communication orally using spontaneous, intelligible speech (to the best of his ability) in expressing his thoughts connectively.

"Language is a factor most powerful in the development of man's potential, a factor most basic to success in living and learning, for it enables man to express his needs, to communicate his thoughts and feelings to others, and, for deaf children, to effect the best adjustment to hearing society - to understand and to be understood." (31, p. 1)

EXPLANATIONS

Purpose of this Curriculum

Arrangement by Levels

A Linguistic Approach

Language Development Chart

The Language Base

Mastery

Learning Language

Teacher Responsibility

Conversational Language

Specific Language Achievements

Points of EMPHASIS:

- **Read the complete explanations before attempting to analyze material.**
- **Mastery of all language items at a specific level is imperative before proceeding to the next level.**
- **Linguistic approach to language development:**

  The natural way to express an idea becomes a part of a child's conversational language before snytactical structure is understood.

  Suggestions of conversational language are listed on the level before the syntax is to be mastered.

EXPLANATIONS

PURPOSE

This language curriculum was prepared in an attempt to ensure sequential learning for the student and to assist teachers of the deaf to get an over-all picture of the logical development of language principles. Such a picture is intended to foster a sense of security for the teacher - to help her to know what has been taught, what she must teach, and which principles will be taught.

ARRANGEMENT

The material in this language curriculum was not graded, but the term "levels" was used when speaking of a particular point in academic achievement. In certain areas a description of achievement can effectively be made by using regular grade placement, such as "3rd grade reading" or "5th grade in arithmetic." In such a description the grade level provides information: that the child has a mastery of certain skills, an acquaintance with some others, while other more advanced ideas he has not met at all, as yet. But in language, such a grade description is inadequate and misleading. The hearing child enters school knowing the construction of his oral language and must learn only how to transfer the oral into written language, getting the mechanics of handwriting, punctuation, and spelling needed for written work as he progresses through the grades. On the other hand, deaf children have a minimum of language and must learn its entire structure. Language for the deaf, which comprises by far the major work of the early and intermediate years, may in no way be compared to the language work of normal hearing children.

The levels in the curriculum are designated by letters A, B, .. H. The beginning levels are grouped together in a section called Basic Language, wherein the fundamentals of structure are mastered. Following this is the Advanced

Language section, wherein ideas are transformed into a variety of uses, broadening and enriching communication.

A LINGUISTIC APPROACH

Modern linguistic concepts led to this type of organization: the concept of a distinction between the meaning of a word, its normal part of speech and usage; and then, later, its special function in a particular situation.

For example, normally the verb tells the main action of the sentence, as in the noun-verb-noun "kernel sentence": The boy ate the pie. (B leve_) Later, in learning to expand the language, a verb may become the object of the main action: The boy wanted to eat. Here the normal verb 'eat' has been changed to a noun function when used in its infinitive form. (E level)

Dividing the learning of language along these linguistic concepts is both logical and practical. The structures learned in Basic Language (levels A - D) are adequate to express many ideas in a simple manner. If some deaf children never get beyond this stage in language development, they will at least be able to express themselves correctly, in an understandable, though limited, way. The average deaf child will be able to learn the grammatical transformations found in the Advanced Language levels, and by using them, enhance the powerful or subtle meanings of his communications and enjoy a variety of ways in which to express the same idea.

The aim of this type of arrangement has been to clearly define the requirements at each level, with a major goal for each level. The following chart shows a brief summary of the sequential development of language:

LANGUAGE DEVELOPMENT

Stage	Level	Main Topics	Characterization of Main Topic
BASIC	A	Expressions	How words can be used to make life better and more interesting
	B	The action sentence	How to state your thoughts: 1. How to tell about an action or happening
	C	The state sentence	How to state your thoughts: 2. How to tell about a condition or state
	D	Modifying ideas	How to add accessory ideas to the main thought
		GRAMMATICAL TRANSFORMATIONS:	How to increase expressiveness of language by turning ideas to varied uses
ADVANCED	E	The infinitive	How to turn a verbal idea to the noun use
	F	The adverbial clause	How to turn verbal, clause, or adjectival ideas to adverbial use
	G	The noun clause	How to turn a clause to noun use
	H	The relative clause	How to turn clause and verbal ideas to adjectival use

All children, including the deaf, achieve at different rates. Their progress depends upon such factors as: hearing loss, general health, mental capacity, class size, former instruction, attendance in school, teacher's skills and adherence to defined language curriculum, parental interest, and cooperation between the home and school. Because of all these variables, as well as the pupil's age when entering school and other learning handicaps besides his hearing loss, no suggested age can be given for each level of work.

THE LANGUAGE BASE

The preparatory period, level A, is designated for the nursery school age child whose experiences and class activities afford many opportunities for him to get a "feeling for language." How vital a time this is for the child is accepted by all teachers of the deaf - a time to "bathe him in talk."

For level B, a liberal part of the primary years may be needed. The overwhelming importance of mastery of this first form of the sentence must be understood. It is the foundation stone to all later developments in the sentences and thoughts of man. Without complete fluency on the part of the child with the material at this level, he will be unable to cope with the rapidly increasing complexities of ideas and language to follow. A child is never too old for level B work if he has not learned it. Even an adult, in the study of a foreign language, begins at this basic level. The teacher will need different methods and materials for a more mature learner, but the content and sequence is still the same. (1)

One child may complete a level in one school year, and another may require more time to learn the same amount. It may also be possible that a better than average pupil or class may complete more than one level in a given school year. Thus a child of twelve years may be at a stage in his language development which has been called here level C, or perhaps he is at level G, but wherever he is, he should have mastered all concepts on the preceding levels.

MASTERY

The criterion for mastery is correct independent usage by the child. Prerequisite to spontaneous usage is experiencing many contacts with the language item in lip reading, in reading, and in class work. The pupil is very familiar with a language principle before he uses it independently. He can only perform with true spontaneity what he has learned to do by habit.

LEARNING LANGUAGE

In learning language, vocabulary development plays an important role, but increasing the vocabulary does not, in itself, guarantee language progress for children. "As they are acquiring linguistic competency, deaf children generally have more difficulty interpreting linguistic meanings that derive from the structural patterns of language than from word meanings." (16) The terms "language principles" or "language items" are used to differentiate between vocabulary as single word meanings and a "group of words whose arrangement and relationship affect the meaning of the sentence."

Generally speaking, the learning of language items can be arranged according to these guides: (1) The receptive form of language is easier to learn than the expressive form of the same language. The early years are spent primarily in the receptive phase of language. But a child cannot contribute anything without going beyond that stage into expressing his wants or ideas for himself. Although the receptive may be easier, he must move on to expressing his own thoughts - he must learn to use expressive language.

(2) A single set form is easier to learn than varied forms of a language item. Because a child is comfortable using an expression the way he first learned it does not mean that is the only way it might be said. How stilted language becomes if a set form is continued without variation! The common question "How are you?" should expand into "How do you feel today?," "Have you been sick?" or simply "How's it going?" Each form has a somewhat different background in understanding varied situations, yet all have the same underlying purpose of one person inquiring about another's health. The deaf child should be fluent in the first form, of course, but to allow him to think that is the only way he can make the inquiry is to regiment and narrow his thinking and his language.

(3) Use in an exercise or drill is easier than comparable spontaneous use of a language item. In a drill the pupil is allowed to choose one response from a group of possible choices - his thinking is structured. For example, in learning to write descriptive words in the acceptable order, he has reminders in the drill itself which help him select the order of the words and can say or write the phrase "an old white house" correctly on a prepared exercise. But the idea is not a part of him until he selects, from all the words in his vocabulary, and arranges his chosen words in the correct sequence. Practice and drill have a place in language learning in order that habits are established which lead to spontaneous speech.

(4) For older deaf children, the written form is easier than the oral form of the same language. Continuing with the previous illustration, the student might describe a building as "house white old" in an oral expression even when he would be able to write it correctly. When he writes he has a visual picture of how this and other phrases requiring How many: What kind of: What color: What: sequence should look like and this would be enough reminder that the writing would be easier. Before this language principle is mastered, he must have the sequential structure in his mind so he thinks it automatically, whether he uses it in oral or written communication. If a student can write a form correctly, he should say it correctly, as well. If his language is straight, people are more able to understand his spoken language.

In learning language, the student should have enough practice in the easier learnings listed above so that he can make the more difficult items a part of himself. The teacher of the deaf must use all possible approaches to help him increase his scope and comprehension of language. She must be careful not to oversimplify: "We do use words to explain concepts, even with a deaf child and even when the concept in question is in the form of another word. How often do

we explain the word "overjoyed" as meaning "very happy" when the child has learned the word "thrilled." It may be that in the attempt to reach the child at a level within his past experiences, teachers go too far back and always search for the most primitive level." (29) The teacher should recognize an ideal situation for each child, in which he is challenged enough so that he moves forward, yet that he is not overwhelmed with so many difficulties that he is pushed into failure.

TEACHER RESPONSIBILITY

The teacher of the deaf who uses this language curriculum has a three-fold obligation to her students, with the ultimate purpose in mind at all levels: that the child's language grows and becomes natural language.

As a foundation, she should have clearly in mind the language items he has already mastered and encourage him to continue their use in all his oral and written work. To accept incorrect forms allows him to disregard the value of language building. Regression can be avoided by insisting that he use all the language he already knows frequently and confidently, as a firm basis for additional principles. Her first obligation, then, is to know what has been taught in previous years. (The numbers in parentheses preceding a language item are to be used only as a suggestion for sequential teaching and as a useful teacher-check-guide.)

Next, the teacher must conscientiously present all the material on the particular level enough times and with sufficient practice so the student will master it. Knowing precisely every item required, she will be watchful for good opportunities to teach each item in a meaningful situation. A child's motivation to expand his language comes from the realization that his present language is inadequate - he needs a new way to express himself. The alert teacher will recognize this need and make use of it. The creative teacher will manipulate

circumstances in order that the child (or class) feels the need for more language. It may be in the news of the day, related to a reading lesson, about a school event, or some personal experience. All of the language items included at every level of this curriculum are applicable to every-day happenings. For instance, Christmas time, or someone's birthday, is an ideal time to teach the placement of the direct object, using the verb 'to give.' Expanding the known form, "John gave a shirt to Father" into "John gave his father a shirt" the teacher introduces the concept that there are two objects (direct and indirect) and that there is more than one way to tell about the act. Class practice in giving things to each other can be fun as well as drill in establishing the concept and the language to express it. (The terms are used by the teacher, and understood by the student; learning the grammar terminology comes later.)

Finally, the teacher's third obligation is to begin the work on the next level by using those constructions in her conversations and explanations. If he is acquainted with the advanced concepts, he will be better able to master them when they are presented. At any time the student is in need of and capable of using any language item on a future level, the teacher should reach forward and offer him all the language he can make use of. This is language growth - and it is exciting and rewarding.

CONVERSATIONAL LANGUAGE

On each level, at the bottom of the page, a section has been included to suggest conversational language a child can use to express himself in a natural way. It is not intended that the child know the structure of the phrase or the sentence, just that he use the language. For instance, a child learns to say, "I'm hungry" as an expression to communicate his feeling. He says it as an entity - an idea - not as separate words. It has meaning, and probably is effective to satisfy his needs for a year or longer before he learns that

'hungry' is used as the predicate adjective, in the same structure as: "Mary is sick" or "The boys are late."

The expressions were included only as suggestions to teachers, who will be able to add many others arising from experiences in the classroom and at home. Listing is arranged so that language used to express an idea at one level becomes a principle to be learned on the following level. The pupil begins to use this "clump of words" as a meaningful and appropriate remark in relating to a particular situation. The teacher should use any word, any idea, and any construction whenever a need exists, regardless of its placement in the language curriculum.

SPECIFIC EXPRESSIVE CONNECTED LANGUAGE ACHIEVEMENTS

The four-page fold-out section preceding the levels of language learning was designed to show the anticipated general progress of the student in oral and written language as well as in his social attitudes. When the achievements specifically listed on each level have been mastered, the student should exhibit that mastery in language growth. As a beginner he first learns to recognize a sentence, then to produce one of his own, then to write two or three related sentences, and continues through paragraphs, descriptions and compositions as he advances in ability.

The importance of parent participation is emphasized throughout. Teachers expect parents to be involved in the child's learning as much as possible. When home and school cooperate, the child has a feeling of unity which provides strong motivation towards progress and increases his pride in achievement.

* * * * * *

ACKNOWLEDGEMENTS

This language curriculum is based on one prepared in 1964 by a committee of teachers of the Alexander Graham Bell School in Chicago. Although many of their ideas have been adapted, various other language outlines and curriculums from other programs for the deaf were included. (See bibliography.)

SPECIFIC EXPRESSIVE CONNECTED LANGUAGE ACHIEVEMENTS

Level A	Level B
GETTING A FEELING FOR LANGUAGE Early exposure to language is essential to its acquisition. Language is receptive as well as expressive-failure to receive and understand language may account for failure to produce speech.	**SENSE THE WORTH OF SPOKEN LANGUAGE** Constant conversational lipreading, involving duties, directions, class activities, related experiences, story-telling.....
Expressive connected language . Encourage spontaneous speech that child uses naturally. Expressive aspects: (1) word using, (2) one-word sentences, (3) thoughts expressed in words. . Reinforce good language habits by surrounding with "sights and sounds of talking."	Expressive connected language (oral) . Use of expressive language in response to all interactions. Develop vocabulary based on the environment, activities, and interests. (Suggestions included in curriculum) . Develop a sense of humor and imagination.
Expressive connected language . Use of constant language during early years to develop correct language receptive habits. (1) Exposure to speech of others. (2) Awareness of speech of others. (3) Mimicry. (4) Comprehension. . Reinforce correct patterns - prevent other habits from developing.	Expressive connected language (written) . Recognition of printed familiar names of people and objects. . Understanding connected language (simple sentences) about experiences and calendar work written and illustrated by the teacher.
Social Development . Work toward a full emotional acceptance of the deaf child by both parents. . Develop confidence and skill in training child to acquire, or retain, a normal attitude to language and speech. . Make child feel that he is an integral part of the family group - basic to future relationships in school and community. . "A child's progress is dependent upon parents' acceptance of responsibility."	Social development . Respect rights of others. . Take care of property. . Courtesy and consideration of others. . Cleanliness, good health habits. Parent-teacher cooperative planning for best development.

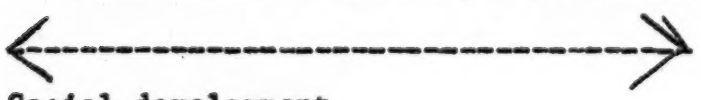
SPECIFIC EXPRESSIVE CONNECTED LANGUAGE ACHIEVEMENTS

Level C	Level D
KNOW THAT LANGUAGE, SPOKEN AND WRITTEN, has meaning. Provide many opportunities so child can develop receptive language through books, story-telling, movies, experiences..... Familiarity with stories enjoyed by hearing children (including fairy tales).	KNOWLEDGE OF ORDER OF ELEMENTS OF SENTENCES through use of lipreading, listening and reading; speaking and writing. Understanding the importance of vocabulary growth--cognizant of a variety of uses for words and groups of words.
Expressive connected language (oral) . Encourage a desire to communicate and to share thoughts and ideas of others. . Develop the ability to ask questions. (re:chart)	Expressive connected language (oral) . Ability to describe or explain an experience in sequence. . Ability to satisfy curiosity by using appropriate question forms.
Expressive connected language (written) . Daily events - 2 or 3 related sentences. News happenings (community) . Original stories. . Simple descriptions. . Legible writing, all letters carefully formed.	Expressive connected language (written) . Short paragraph - 2 to 4 sentences: Subjects - Toys, animals, possessions, after school activity, holidays, seasons. . Narrative compositions of pupils' experiences (trips, parties). . Friendly letters and notes. . News happenings (world, national).
Social development . Increase ability to cooperate in group act. . Give complete attention to work at hand. . Habit of doing things in an orderly way. . Willing to "listen" when others are talking. . Willing to be corrected at home (by parents) and at school.	Social development . Pride in achievement - in school and home community. . Feeling for others' failure. . Meeting and greeting visitors at home and at school. . Pride in achievement as a result of parental praise in the home.

SPECIFIC EXPRESSIVE CONNECTED LANGUAGE ACHIEVEMENTS

Level E	Level F
KNOWING THAT THE SAME THOUGHT MAY BE EXPRESSED in different language. Communication is idea-centered; ideas are expressive by nature. Rapid increase in vocabulary through enlarged scope of interests in science, soc. st., art. "Love for reading" of classic stories and poems.	KNOWLEDGE THAT "THERE IS A DEFINITE STANDARD in the use of our English language that can be attained." A desire to form new habits (and break old habits)- a pleasurable, satisfying experience. Pride in overcoming his weaknesses; desire to improve language; and pride in achievement.
Expressive connected language (oral) . Confidence in one's ability to express oneself correctly. . Willingness to follow suggestions when corrected. . Participation in oral conversation and discussion.	Expressive connected language (oral) . Confident of ideas expressed by others so that they can be discussed and restated with authority. . Questions and answers not required for exchange of ideas. Aware that casual responses contribute to conversation: ex. "I think so." "That's right." This contributes to a feeling of ease with hearing people.
Expressive connected language (written) . Paragraph about a familiar experience or description without error. . Understand and follow oral and written directions beyond his ability to use the language involved. . Letters- sympathy, invitations, thanks. . Writing arithmetic-language problems.	Expressive connected language (written) . Outline for logical sequence-field trips, experiences, descriptions. . Summaries: Book reports, charts. . Letters & notes: Simple business, Congrat. . Division of composition into 2 or more paragraphs with good topic sentence. . Completion of questionnaires. . Interest in current news to enhance natural conversation.
←----------→ Social development	←----------→ Social development
. Pay attention when others are talking. Work independently without disturbing others. . Realize that there are accepted standards of behavior: consideration and courtesy towards others, honesty, and truthfulness, with orderly behavior in classroom, school buildings, and home. . Standards of behavior agreed upon by parent and teacher and emphasized by both.	. Definite ideas as to qualities of character that should make for success in life. . Social courtesies: at table, to strangers, in stores, introductions and guests at home and at school. . Improve manners and form them into habits- Use at home, at school, and elsewhere.

SPECIFIC EXPRESSIVE CONNECTED LANGUAGE ACHIEVEMENTS

Level G	Level H
RECOGNIZING WHEN AN IDEA IS WELL-EXPRESSED or when it is not; to have a critical attitude toward own work.	RECEPTIVE ATTITUDE TOWARD ANYONE WHO HELPS or corrects expressive connected language.
Acquaintance of famous artists and their works, heroes of history and literature.	Assuming responsibility of adjusting to each adult relationship (teacher, counselor, scout master, parent) by realizing what each expects, and comply.
Pleasure in voluntary reading. Have a sense of humor! An insight "to see the funny side of life through jokes, riddles, and anecdotes.	An insight into the content of material "read so able to recognize true facts from emotional propaganda.
Expressive connected language (oral)	Expressive connected language (oral)
. Development of ability to express own tho'ts, tell own experiences, express own feelings and opinions, and ask questions to satisfy his own desire to know. . Organization of thoughts, expressed clearly and to the point. . Impressed with the fact that some things are to be taken for granted:ex. In telling a funny experience, the expression "we laughed" is redundant.	. Organization of material in sequence when relaying directions, experiments, and explanations. . Use of vivid language when appropriate; guard against overuse of words or expressions. . Varying the structure of sentences together with interesting phrase arrangement.
Expressive connected language (written)	Expressive connected language (written)
. Narration - original, imaginative stories. . Outlining - summary of text. . Business letters: correct form, addressing, composing. . Diaries, note-taking minutes of meetings. . Knowledge of current personalities and events which influence public affairs.	. Responsibility assumed for correct capitalization, punctuation, spelling, etc., so that all written work is accurate. . Continuous improvement in paragraph development: unity, coherence, emphasis, comparison, contrast.
	
Social development	Social development
. High ideals of character: conduct, good manners, usefulness, thrift, courage, fair play. . "Be a good sport" practiced with all family members and classmates.	. Realization of own limitations and abilities in planning for adult life. . Parents' responsibility for seeking advice of vocational counselors and planning realistically with and for student's future.

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B EXPRESSIVE CONNECTED LANGUAGE

*S.	*L.	GRAMMATICAL STRUCTURING OF THE PARTS OF SPEECH	PARTS of SPEECH Intro.	INTERROGATIVE FORMS OF VERBS formula and example
BASIC LANGUAGE	B	ACADEMIC PERIOD: Mastery of specific structures means oral expressive use by the child in spontaneous speech, not just in exercises, with the ability to substitute at least 20 other vocabulary items for each "content" word in the structure.		
		MAIN IDEAS: I. THE ACTION SENTENCE		
		(1) Imperative statement: Eat. V	Verb	(6) SV? Who ate? SVO? Who ate the pie?
		(2) Direct object: Eat the pie. VO	Noun	
		(3) Subject: The boy ate. SV The boy ate the pie. SVO	Pronoun	(7) VSV? Did you eat? VSVO? Did you eat the pie?
				(10) What did S do? What did the boy do? (Do not replace "do" in (10).)
				(C) Who is this?
				(C) What is this? What is that?
				(C) May I _____?
				(C) Whose_____? Whom_____?
				(C) Is it____? (adj.) Are you__? (adj.)

* S.- Stage

* L.- Level

B EXPRESSIVE CONNECTED LANGUAGE

TENSE, MOOD etc of VERBS affirmative and negative	Special forms of NOUNS AND PRONOUNS	Special forms of ADJECTIVES and ADVERBS	Cap. or Punct.
(1,3) Many concrete action verbs: eat, run, cry, etc (1) Imperative mood: Eat. (3) Simple past tense: The boy ate. (8) "Abstract" action verbs: come, go, play, work, make, bring, get, have (meaning "hold") etc (9) Simple future: The boy will eat.	(2) Many common nouns: the boy, an apple a ball, the bus, etc (4) Proper nouns: George, Mrs. Jones, Mother, (5) Pronouns: I, you	(2) Article: "the" before common nouns, contrasted with proper nouns: the boy, George,	(1) Use of period. (1,4) Use of capital letters (6) Use of question mark.

CONVERSATIONAL LANGUAGE

(1) Look! See! etc (C) "have on" (when speaking of clothes worn) (9,C) "going to" instead will - future tense (C) Expressive verbs: I know that. I love Mother.	(C) Indefinite pronoun, "It is cold." "I have something." (C) "That's mine". (C) (You)"Go home!" "Go outside!" (C)"Everybody (is here)."	(C) Time phrases: today, yesterday, tomorrow, now, after awhile, (C) Place: at home, here, outside, far away. (C) Colors: (C) Descriptive: "----pretty" big little (C) Numerals: one to ten

C

EXPRESSIVE CONNECTED LANGUAGE

S.	L.	GRAMMATICAL STRUCTURING OF THE PARTS OF SPEECH	PARTS of SPEECH Intro.	INTERROGATIVE FORMS OF VERBS formula and example
BASIC LANGUAGE	C	MAIN IDEAS: II. THE STATE SENTENCE (2) Predicate adjective: The boy is happy. SVAdj. (4) Compounding: Nouns: The boy and the girl ate the pie. SSVO The boy ate the pie and the sandwich. SVOO Verbs: The boy ran and fell. SVV (8) Direct quotation: Mother said, "Eat the pie." (9) Indirect object: Mother gave the boy some pie. SVIO (Note: Mother gave some pie to the boy.) (15) Prep. phrase: WHERE: Tom is going to the store. under the table, in the box, on the chair, etc	Adjective Conjunction Preposition	(1) OVSV? Replacement of verb: What did the boy eat? (2) SVAdj? Who is happy? What is red? (6) VSAdj? Is the dog wet? (10) OVSVI? What did you give the boy? (16) Where VSV? Where is Tom going? (22) Whose_____? Whom_____? (25) May I _____?

Formula Abbreviations:

S - subject
V - verb
O - direct object
I - indirect object
Adj - adjective
Adv - adverb
Prep - preposition

(D) "Why?"
"How many_____?"
"How_____?"
"Why_____?"

"When_____?"
"To whom_____?"

C EXPRESSIVE CONNECTED LANGUAGE

TENSE, MOOD, etc of VERBS affirmative and negative	Special forms of NOUNS and PRONOUNS	Special forms of ADJECTIVES and ADVERBS	Cap./ Punc.
(2) Use of "to be":Present You are nice. am, is (7) Use of "to be":Past: The boy was happy. were (13) Use of "to be"-Future We will be late. or: We are going to be late. (18) Use of "have" to tell possession: I have a dog at home. (18) Use of "have" to tell about the subject: He has blue eyes. (19) Use of "have on": I have on a new dress.	(3) Plurals of nouns: boys, dresses, men, babies, etc (5) "Grouping" objects: Animals: cat, dog, cow Toys: wagon, ball, car, Food: milk, cookie, (11) Nominative pronouns: we, he, she, it, they (11) Omission of 'you' as a subject (written) (20) Demonstrative pron.: this, that (21) Indefinite pronouns: something, everybody, one, it (23) Possessive pronouns: my, mine (24) Abbreviation of common vocabulary: (reading knowledge) Mr., Thur., Dec.	(2) Predicate adjective: sad, pretty, good, new, wrong, sorry, red, yellow, brown etc. (12) Numerals 1 - 10 (14) Where phrases: outside, far away (17) Time phrases: yesterday, today, tomorrow, after school,	(8) Quotation marks with comma. Mother said, "Eat".

CONVERSATIONAL LANGUAGE

Expressive verbs,(cont.) "I want ----." "I remember." "You forgot." "I will." "I think so." "I think that's right". (2) "The sun is shining." (21) "It is raining." (D) "I put on---------." (D) "We will have ----." (D) "Let's play ball." "Let's play with the dog."	(D) "I want another one." (20) "That's mine!" (D) Mike's pants (21) "Nothing." (D) "Which one?" "Oh!" "Ouch!" "Wow!" "Phooey!"	(D) Order of adjectives: how many: what kind: what color: What: three big red apples (D) "_____because_____." (D) "--------fast!"

D EXPRESSIVE CONNECTED LANGUAGE

S.	L.	GRAMMATICAL STRUCTURING OF THE PARTS OF SPEECH	PARTS of SPEECH Intro.	INTERROGATIVE FORMS OF VERBS formula and example
BASIC LANGUAGE	D	MODIFYING IDEAS (1) Adj. modifying subject or object: The hungry boy ate the pie. The boy ate the hot pie. (1) Order of adj. before noun: How many: What kind: What color:WHAT: a new white shirt (3) Adverb modifying verb: The boy ate slowly. (4) Prepositional phrase modifying verb: The boy ate in the kitchen. (Where) ------- in the morning. (When) (9) Compound sent. - two indep. clauses: The boy ate the pie and the girl watched him. (18) Compounding of three items: Mother, Father, and I ate lunch. The boy hopped, the girl skipped, and the dog ran.	Adverb	(1) AdjSVO? How many boys ate the pie? What color cat drank the milk? (1) AdjOVSV? What kind of pie did Mother make? (4) Adv VSV? When did the boy eat? Where did the boy go? (26) Why VSVO? Why did you hit the boy? (27) To whom VSVO? To whom did you give the book? (28) How VSV? How do we go?

(E) What did S say?

(E) Why ans. with because "I went home because-"

(E) Why ans. by infin. "To visit my friend".

(E) Why ans. by statement with infinitive "Tom came to see us."

(E) "Finish your math."

D EXPRESSIVE CONNECTED LANGUAGE

TENSE, MOOD, etc. of VERBS affirmative and negative	Special forms of NOUNS and PRONOUNS	Special forms of ADJECTIVES and ADVERBS	Cap./ Punc.
(5) Verb: I want------ (10) "Double verbs" He put on his boots. Pete cut out the picture. (11) Use of "play" and "play with" We play (name of game) We play with (object or person) (11) Use of "look", "look at", "look for" We looked. We looked at (object) We looked for (") (12) Present Progressive: I am playing. ... is/are " (13) Past progressive: The boy was playing. .... were " . (15) All tenses and persons of "to have" (16) Know tenses of verbs (agreement of verb with noun)	(2) Possessive nouns: George's tie (7) Obj. case of pronouns: me, you, him, her, it, us, you, them (14) Poss. case of pron. my, your, his, her, its, our, your, their (14) Poss. case of pron. as predicate pronoun: yours, hers, ours, theirs (17) Exclamations: Oh! Ow! Ouch! Wow! (20) Collective nouns: family, class, etc. (21) Irreg. plurals of all nouns known (22) Partitives: a pair of_____ a glass of_____ a box of_____ (23) Interrog. pronoun: which	(3,4) Adverb modifiers: Time: in the afternoon in 1966, on May 1st, on Tuesday, at 2:15, every week, Place: at the museum, under the table, downtown, (6) Indefinite Adj. some, a few, many, (8) Pred. adj. with linking verb of senses: It tastes sour. Jack seems tired. (19) Use as adj.: another, one, the other, (24) Use of un or not with adj.: He was unhappy. He was not good. (25) Articles: 'a' and 'an' contrasted with 'the' (26) Use of subord. conj. because: I hit him because___.	(2) Apostrophe for poss. (17) Exclamation point (18) Comma in a series (29) Hyphen
CONVERSATIONAL LANGUAGE			
(E) "I must_____". "You must_____." Double verb with inserted object: "Hang it up." "I did." "I did it." "I didn't."	(E) Substantive function: "Start reading." "Stop yawning." (E) Infin. as direct obj. "I want to play." "Sue likes to read." Informal use of "here": "Here's the truth." "Here's my idea."	(E) Comparison of adj.: "Sam ran faster." "Mary is taller." (than I) (E) "_____but_____." "_____or_____." (E) "Daddy went fast." ---------very fast." (E) "____good enough." "___too sick to go." That's enough.(of that)	

E

EXPRESSIVE CONNECTED LANGUAGE

GRAMMATICAL TRANSFORMATIONS TO:

S.	L.	SUBSTANTIVE FUNCTIONS	ADJECTIVE FUNCTIONS	ADVERBIAL FUNCTIONS
ADVANCED LANGUAGE	E	(1) Infinitive as a noun: D.O.: The boy wanted to eat. D.O.: I saw the boy (to) eat. Subj.: To skate is good exercise. (7) "But" joining clauses: Tom sat down but didn't eat. (8) Differentiating use of and / or / but - coordinating clause: Tom must eat or Ann will tell Mother. (14) Pres. part. as a noun (gerund): Subj.: Swimming is fun. D.O.: Mary started skating. Pred. Noun: My favorite sport is skating. O. of Prep.: We talked about swimming. (19) Expletive "there" in noun position: There was a man at the door. (28) Inverted subject: Under the tree stood three boys.	(15) Pres. part. as adj.: Those are my skating socks.	Infinitive as adverb: (2) 'Why' ans. by infin.: Why did you go downtown?--To see a movie. (3) 'Why' ans. by statement: I went to see a movie. 'How' ans. by statement: John taught me how to swim. Prep. phrase modif. verb: (6) How: He came by bus. He went in his car. He cut his finger with a knife. (10) When: Bill visited me for Easter. You must finish by ten o'clock. (12) How far: We drove (to) six miles. How often: The bus comes on the hour. (18) How long: (time) We stayed during the summer. How much: I am older by five years.

CONVERSATIONAL LANGUAGE

(F) "Ask _____."
"____told me that___."
Mother said,"_____."

(F) "I have to do it."
"I should go."

(F) "Your face is as red as a beet!"
"I'm stronger than you are!"

(F) 'When' adv. clause:
"Tom broke his new glasses when he fell."
"___while_____."
"___after_____."

(F) In response to questions:
"After supper."
"About four o'clock."
"Until noon."

(F) "If it rains we can't go."

E EXPRESSIVE CONNECTED LANGUAGE

TENSE, MOOD, etc. of VERBS affirmative and negative	Special forms of NOUNS AND PRONOUNS	Special forms of ADJECTIVES and ADVERBS	Cap./ Punc.
(1) Verb followed by infin. with 'to' understood: Use these verbs: make see let watch help (20) Habitual pres. tense: I like dogs. I brush my teeth every day. Birds fly south in the fall. (21) Auxil. modal verbs: can, must (22) Contracted forms of all tenses and questions known: isn't, won't, I'll, (24) Verb "do": I did (27) Double verb with object inserted: Put it on. Take that off. Hang your coat up. (29) Future prog. tense: -------will be going.	(5) Indefinite pronouns: somebody, anybody, one, another, any, (11) Indefinite pronoun followed by infin.: anything to eat nothing to wear (11) Indef. pron. 'it': It is raining. It is Monday. (11) Indef. pron. followed by an adj.: something sweet (23) Reflexive pronouns: myself,herself,itself, I hurt myself. (30) All common abbrev.: oz., in., yd., no., yr.	(4) Adj. followed by infin. ---- too sick to go. The pear is good to eat. (9) "or" in pred. adj.: It will be cloudy or clear. "or" in adv. phrase: I will go after lunch or after dinner. (13) Omission of article: We saw elephants. Freedom is important to Americans. (16) Demonstrative adj.: this boy, that boy, these pies, those men (17) Adj. followed by enough: ------good enough ------long enough (25) Adverbs: of Degree: too, very of Manner: quietly (26) Comparative of common Adjectives: tall taller small smaller	(22) Use of apos in contractions: didn't I'm (30) Use of period in abbrev. Ave., Dec., (31) Use of Dictionary for self-help.

CONVERSATIONAL LANGUAGE

(F) Emphatic verb: "I do like pizza." "I did too see her." (F) "I used to suck my thumb." (F) "I might go." "I should hurry." "I could do that." Attention getters: "Listen" "Say," "Watch"	(F) Demonstrative pron.: "I did that." "Mother told me that." (F) "My friend, Jimmy, played marbles with me."	(F) "____all the time." "___most of the time." Opportune time to get in many multi-meanings. (refer to Level F, no. 6)

F

EXPRESSIVE CONNECTED LANGUAGE

GRAMMATICAL TRANSFORMATIONS TO:

S.	L.	SUBSTANTIVE FUNCTIONS	ADJECTIVE FUNCTIONS	ADVERBIAL FUNCTIONS
ADVANCED LANGUAGE		(10) Infin. with or without "to" after certain verbs ought to eat should eat have to see	(7) Prepositional phrase modifying a noun: The boy with red hair ran down the hall. I drank a cup of milk.	Differentiate between phrases/clauses Adverb clause intro. by subordinate conjunction: (1) Adv. clause "when": ...when she saw a bear. .....while I slept. ...after Jim went home.
	F	(18) Indirect discourse: (using say, ask, tell) Mother said that I may go.	(14) Comparison of Adj.: "than" phrase "as....as" Tom is taller than Bob (simile) "____as white as snow."	(2) Adv. clause, use of "if" / "because" If I read this book I will know about airplanes. I will know about airplanes because I am going to read this. (8) Adv. phrase "when": ....until tomorrow. .....after lunch. ..about two o'clock. (9) Adv. phrase "how": Indians sent messages by smoke signals. "why": Indians used smoke signals for sending messages.

CONVERSATIONAL LANGUAGE

(G) Adj. used as nouns: "Let's help the poor." (G) Noun clause: "I think that_____."	Metaphors: (G) "He's a pig." "Mary is a pearl." (G)"What is it made of?" "Leather." "Cotton."	(G) Idiomatic pres. part. after "go": "I went skating." (G) Contrast use of "if" "so", "because" If Mother gives me $2.00 I will buy a cap. M. gave me $2.00 so.... I bought a cap because M. gave me $2.00. (G) "Help me so I'll finish."

F EXPRESSIVE CONNECTED LANGUAGE

TENSE, MOOD, etc. of VERBS affirmative and negative	Special forms of NOUNS and PRONOUNS	Special forms of ADJECTIVES and ADVERBS	Cap./ punc.
(3) Princ. parts of verbs: pres., past, past part. sing, sang, sung (4) Transitive verb (D.O.) I spilled the milk. Intransitive verb: It ran on the floor. (5) Agreement of verb with subject. (5) Use of sing. verb: with sing. nouns and pronouns: each with collective nouns and pronouns: crowd, everybody (11) Modal auxiliaries: ought to, used to, (12) Past tense of auxil.: might, should, could (20) The perfect tenses: Pres.perf.: has gone Past perf.: had gone Fut.perf.: will have gone (21) Emphatic use of verb: I did too go.	(16) Nouns of character qualities: honesty, coward, truthfulness, (17) Demonstrative pron.: Tom ate that. (19) Appositives: My math teacher, Mrs. Harris, has a new car. (19) Family relationships: uncle, niece, husband, (22) Parts of things: handle of a cup, foot and head of a bed	(6) Opposites of adj.: narrow - wide (6) Prefixes to adj.: dishonest, inexpensive (6) Adj. with various meanings: dull, fair, (6) Adj. with similar meanings: enormous, gigantic, colossal, huge (8) Adverbs of time: all the time, last week, next winter, this fall, (13) Positive, comparative, superlative degrees of adjectives and adverbs: Adj.: beautiful, more beautiful, most beautiful; good, better, best Adv.: early, earlier, earliest; well, better, best (15) Proper adjectives: the American flag (17) Adjective-pronoun: some, any Mother bought some nuts. Tom ate some.	(19) Varied uses of the comma. (23) Indentation of paragraphs

CONVERSATIONAL LANGUAGE

(G) "Loner" verbs: (uses in sports, tests,) "Stop!" "Start!" "Go on!" (G) Confusing pairs: "I learned ...." "She taught me how." "He doesn't...."		"I have some." "You don't have any." "Just a little, please." "I ate a lot." (G) "How nice!" "That's right." "How true!" (G) "You must be nuts!"

G EXPRESSIVE CONNECTED LANGUAGE

GRAMMATICAL TRANSFORMATIONS TO:

S.	L.	SUBSTANTIVE FUNCTIONS	ADJECTIVE FUNCTIONS	ADVERBIAL FUNCTIONS
A D V A N C E D L A N G U A G E		Noun clauses introduced by relative pronoun: (1) D.O.: I think that Mother will come. (2) Pred. nom.: My idea is that he had a helper.	(12) Nouns used as adj.: the cherry pie these library books (13) Participles as adj.: the eating apples the cooking apples some cooked apples the baked apples the laughing girl (19) Metaphors: Her eyes twinkled like stars. He pussyfooted around.	(8) Adv. clauses:(cont.) ...as soon as it rains. ...until my hair is dry. ...where the action was. ...wherever they may be. (9) "if" adverbial cl. (with verb pres.-fut.) If it rains, I will not go. (with verbs in past) Mother asked me if Sam would come. (10) "so" adverbial cl.: ....., so you may go. (11) Clause of purpose: (with commands, precaution, promise) See that you return the book. Promise to watch the baby.
	G	(3) Noun clause as subj.: The way he escaped is a mystery. (4) Noun cl. as indir. obj. Give whoever finds the watch a reward. (5) Noun cl. as obj.of prep. Give the reward to whoever finds the watch. (17) Adj. used as nouns: The young need training. The poor want money.		

CONVERSATIONAL LANGUAGE

(H) Conversation using nouns derived from adj. (H) Proverbs: "Honesty is the best policy." "The truth will out." "Happiness is_____."	(H) Objective complement: He painted his car red. He wants his milk cold. (H) Conversation using adjective derived from noun: "He is hopeless!" "You were careless."	(H) Forming adverb from adjective: "Be careful!" "Walk carefully!"

G EXPRESSIVE CONNECTED LANGUAGE

TENSE, MOOD, etc. of VERBS affirmative and negative	Special forms of NOUNS and PRONOUNS	Special forms of ADJECTIVES and ADVERBS	Cap./ Punc.
(15) Active/passive voice: Jim ate the pie. The pie was eaten by Jim. (16) Verbs: confusing pairs: sit-set, lie-lay, learn-teach, don't doesn't (24) "Loner" verbs: (used in tests, road signs, giving directions,) Stop. Go. Start. Go on.	(6) Agreement of pronoun with antecedent: (number and gender) Every boy should do his own work. (7) Indefinite "you","one", "a person": One could get hurt. You honor the flag. A person should be careful. (21) Intensive pronouns: She herself will be on the stage. (23) "it" referring to a phrase, clause, sent. He stole the car and the police saw it.	(14) Compound adjectives: good-looking well-known (18) Pron./ Adj./ Adv./ - depending on use in the sentence. little - a little some - the rest one - the other some - any none - no ever - never (quest. ans.) each several (20) Pred. adj. with "must be": Mother must be tired. Mary must be excited. (22) Exclamatory adjectives: How pretty! How sad!	(25) Semi-colon: (in comp. sent. with-out conj.) Mary wrote the notes; Jane typed them. (26) Colon: Time-3:30 in Bus. lett. Dear Sirs:
CONVERSATIONAL LANGUAGE			
(H) Subjunctive mood: "I wish I were not deaf."	(H) "I certainly will." "I surely agree." "I really don't want to."		

H EXPRESSIVE CONNECTED LANGUAGE

GRAMMATICAL TRANSFORMATION TO:

S.	L.	SUBSTANTIVE FUNCTIONS	ADJECTIVE FUNCTIONS	ADVERBIAL FUNCTIONS
ADVANCED LANGUAGE	H	(5) Past. part. used as an objective complement: Mother wants the pie eaten. (12) Suffix - adj. to noun: -ness: happiness, goodness; -ity: personality; -y: honesty (14) Suffix- verb to noun: -er: help, helper; -ing: wed, wedding; -ion: create, creation; -ance: appear, appearance (17) Nominative absolute: The game having ended, the crowd went home.	Adjective clause intro. by a relative pronoun: (1) (1)Adj. clause modifying subj.: The girl who is sitting by the window is finished. (2) Adj. clause modifying D.O.: Our class wrote some stories that were very interesting. (3) Adj. clause modifying obj. of prep.: The apples are in the basket which is under the table. (4) Adj. clause modifying indirect object: We gave Mrs. Jones who lives next door some apples. (15) Suffix - noun to adj. -y: fog, foggy; ice, icy; -ful: hope, hopeful; -less: home, homeless; -ish: fool, foolish; -ous: courtesy, courteous (16) Suffix - verb to adj. -ive: create, creative (23) Objective complement: Jack colored the eggs blue.	Adverb clauses (cont.) (6)..whenever I go home. (7) Ever since I heard the news I..... (8) Even if Father says "yes" Tom may not..... (pres. cond.) (9) You may go to the dance since you mowed the lawn. (since means because) (10) You may not go as you did not mow the lawn. (as means because) (11) ...whether..or.... ....so that..... ..in order that... (13) Suffix - adj. to adv. -ly: deep, deeply; creative, creatively

H EXPRESSIVE CONNECTED LANGUAGE

TENSE, MOOD, etc. of VERBS affirmative and negative	Special forms of NOUNS and PRONOUNS	Special forms of ADJECTIVES and ADVERBS	Cap./ Punc.
(22) Subjunctive mood: (recognition knowledge, not usage) I wish I were that tall.	(18) Compound nouns: attorney-at-law babysitter street-sweeper armchair	(19) Adj. in superlative form with "ever": It is the tallest tree that I have ever seen. (20) Adjectives - present participle/past part.: The book is interesting. I am interested in the book.	(24) Use of dash- (25) Use of headings and underlining; italics and boldface. (26) Use of parenthesis.

Grammatical terminology: (all levels)

noun	adjective	verb	sentence
singular	article	tense	question
plural	adverb	present	statement
direct object	modify	past	subject
indirect obj.	comparison	future	predicate
nominative	comparative	perfect	pred. adj.
objective	superlative	progressive	pred. nom.
possessive	antonym	transitive	simple
appositive	homonym	intransitive	compound
complement	synonym	regular	complex
	prefix	irregular	phrase
pronoun	suffix	infinitive	clause
demonstrative	simile	gerund	coordinating
indefinite	metaphor	participle	subordinating
intensive		active	declarative
reflexive	conjunction	passive	exclamatory
relative	preposition	subjunctive	imperative
antecedent	abbreviation	contraction	interrogative
	initials		paragraph
			topic sentence
			outline
period	apostrophe	margin	summary
comma	exclamation point	indentation	chart
question mark	hyphen	italics	graph
colon	parenthesis	boldface	
semi-colon	dash		

Additional plans .....

Level A - is being developed.

Related vocabulary and concepts - are being compiled.

(Due to limited time and personnel the above material was not completed, but is being worked on and will be included later.)

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